Workability

What You Need to Get & Keep a Job
Managing risks
Listening skills
Appearance and dress skills
Time management skills
Money management skills
Understanding and preparing materials to market yourself
Work-life balance

For more information visit us on-line at
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Alberta Government

Career Practitioners

Workability: What You Need to Get and Keep a Job is the revised version of *Workability Handbook*. This workbook will help your clients who are looking for work or having trouble maintaining employment.

This updated and expanded workbook includes additional workability attitudes and skills needed in today's workplace, as well as a definition, checklist and personal story for each attitude or skill. *Workability* also provides step by step instructions to help your clients discover or improve their workability attitudes and skills.

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Additional copies can be ordered from the Learning Resources Centre by telephone at (780) 422-9750 or by fax at (780) 427-5775.

For copyright information, contact:
Alberta Employment, Immigration and Industry
People, Skills and Workplace Resources
Telephone (780) 422-1794 Fax (780) 422-5319
E-mail info@alis.gov.ab.ca

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Introduction

Is this book for you?

Are you looking for work? Or are you having trouble keeping a job?

If so, read on. This workbook will help you define your "workability": the basic attitudes, skills and knowledge employers look for in workers.

You'll find out the attitudes, skills and knowledge you already have and the ones you might need to work on, with instructions, checklists, personal stories and resources to help you along the way.

What is "workability"?

Your workability attitudes and skills are the basic attitudes, skills and knowledge you need to prepare for, find and keep a job, whether that job is temporary, part time or full time.

Along with the technical skills and training you need to do a specific job, workability attitudes and skills are those that will help you be successful in any job. For example, written communication skills are a workability skill. That's because whether you work part time as a cashier or full-time as a plumber, you will need to use writing skills on the job, whether it's a note to a co-worker or a letter to a supplier.

As you work through this book, you'll notice that many of the workability attitudes and skills overlap. That's because workability isn't just about collecting attitudes or skills one by one. It's about putting together related skills in a way that works for your personality and the situation.

About this book

This workbook has four main parts:

1. **Workability attitudes**—attitudes you show towards people or tasks
2. **Workability skills**—abilities essential to any job
3. **Work know-how**—technical skills and experience you need to do a specific job
4. **Work search strategies**—approaches to help you find work.

Throughout the book you'll find:

definitions of each workability attitude and skill

examples of others demonstrating workability attitudes and skills

checklists highlighting how each attitude and skill can be demonstrated

space to write how you have demonstrated specific attitudes or skills.

a **NEED MORE?** list of resources to help you find out more about a specific attitude or skill.

Discover your workability attitudes and skills

You already have some workability attitudes and skills—everyone does. Read the checklist for each attitude and skill following to find out what specific skills, attitudes and knowledge you have. Next, check off each item in the checklist that reflects how you have demonstrated that particular attitude or skill. Don't worry if there are some you can't check off at this point. You'll find out how to develop those later on.

Once you've identified the attitudes and skills you have, write an example of how you have used each of those attitudes or skills. You might have used these skills at home, in the classroom, at work or as a volunteer. If you're stuck, read the stories throughout the book to help you think of how you might have demonstrated the skill or attitude. Write your examples in the space provided or, if you prefer, in a separate notebook or using a computer. Recording your own examples will help you show a potential or current employer how you have demonstrated a specific attitude or skill.

Dependability

...showing that you are a reliable worker who does good work.

You are dependable when you...

- ○ show you have a desire to work
- ○ come to work on time
- ○ are organized and pay attention to quality
- ○ complete tasks that you said you would
- ○ are accountable for your actions
- ○ don't blame others
- ○ don't miss a lot of time from work.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For more information about being a reliable worker, see the publication **Job Smart: Tips for staying employed**

Find this resource on-line or see the Resource section for more information.

My Examples:

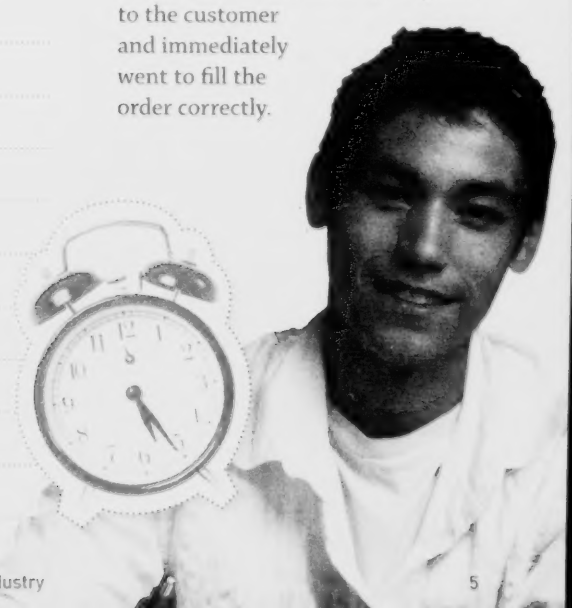
Workability Attitudes

There are several attitudes that lead to success on the job. Decide which workability attitudes you have and which ones may need a little fine tuning.

What is an attitude?

An attitude is a way of thinking or feeling about a person, thing or task.

Nathan works as a parts technician in a warehouse for a busy farm machinery business. His job is to process requests for parts and make sure that all the computerized records are up to date. He also unpacks, sorts and prices incoming stock. Nathan is punctual, pays attention to detail and keeps things organized and tidy. One afternoon Nathan overheard a customer yelling at his co-worker for a mix-up in his order. Nathan realized that he had actually made the error. He politely interrupted the conversation to explain that he had made the mistake, then apologized to the customer and immediately went to fill the order correctly.



Positive attitude

...showing that you are confident and have a good outlook on life.

Cory failed a test at the beginning of his pre-trades program. Although he was upset that he got such a low mark, he realized that it was his own fault. He knew that he hadn't really studied that hard, so there was no point blaming the instructor. Cory knew he wanted to complete the program so he could eventually become an electrician.

Cory decided to work hard to improve his marks and set a goal for the next exam. Whenever he felt distracted from his studies or wanted to join his friends partying, he reminded himself of his goal. He set aside regular study time and asked the instructor for help in the areas where he had previously done poorly. In fact, the positive changes in Cory's attitude not only helped him successfully graduate from the program but also receive a good recommendation for an apprenticeship position.

You have a positive attitude when you...

- ○ believe in your ability to do a job well
- ○ know your own strengths and recognize your limits
- ○ show respect for yourself and others
- ○ trust yourself and others
- ○ control your emotions
- ○ think before speaking or acting
- ○ avoid blaming others for things that go wrong
- ○ recognize negative influences
- ○ expect positive results
- ○ have the courage to try new things
- ○ smile and are friendly
- ○ speak up for yourself.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For more information about enhancing your positive beliefs, attitudes and skills, see the publication **Positive Works II.**
- For a quick questionnaire on how positive your attitude is, see the tip sheet **How Does Your Attitude Measure Up?**
- For help with developing a positive attitude toward getting and keeping work, see the tip sheet **Getting and Keeping the Work You Want.**

Find these resources on-line or see the Resource section for more information.

My Examples:

Integrity/honesty

...acting in an ethical way.

You have integrity and are honest when you...

- ○ are truthful when dealing with others
- ○ know the values you want to live by
- ○ live up to your values
- ○ express your concerns when you feel something might be dishonest
- ○ check your work for accuracy
- ○ avoid participating in gossip
- ○ follow your workplace's guidelines for confidentiality
- ○ can be relied on not to lie, cheat or steal time or items from your employer
- ○ speak positively about others and the organization you work for
- ○ use your employer's equipment, telephone, computer and Internet connection only for work-related purposes.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/careershop**

- For more information about what employers want in an employee see the publication **Job Smart: Tips for staying employed**

Find this resource on-line or see the Resource section for more information.

Karl had just started his new job as a heavy equipment operator. At the end of his shift, he noticed that the door to the tool storage area was open. Karl saw a co-worker putting some tools into his pickup. Karl asked the co-worker if employees were allowed to borrow tools. He was abruptly told to "mind his own business."

Because he was typically the last person to leave at the end of the shift and also the newest employee, Karl was worried that he might be blamed if the tools went missing. Karl decided to check with his supervisor to see if there was a company policy about borrowing tools. When his boss asked what he meant, Karl gave the facts of what he had seen. He also agreed to keep the conversation confidential. Whether the tools were reported missing the next day or returned, Karl had shown his honesty and respect for the company's property and had agreed not to gossip about his co-worker.

My Examples:

Concern for quality

...striving for constant improvement.

Kendra started her first job as a waitress. Although she had an outgoing personality and was confident in her ability to work well with people, Kendra still felt a bit intimidated by the fast pace and all the things she had to do on her shift. She was determined to do well, so she asked some of the more experienced waitresses for tips on improving her customer service skills.

Kendra quickly memorized the menu and the daily specials. She made sure that she always checked to see how her customers were enjoying their meals. If anyone had a problem with an order, she took care of it in a pleasant manner. When the café was busy, she helped clear tables so they always looked clean and tidy. Kendra really liked her job and was pleased to contribute to its high standard of customer service.

You care about quality when you...

- ○ find out what your employer expects of you
- ○ do things to the best of your ability
- ○ know the things you do well
- ○ know the areas where you need to improve
- ○ try hard to meet the expectations of your employer
- ○ check the quality of your own work.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For more information about improving the quality of your work, see the tip sheet **Adding Value: Giving Back to Your Employer**

Find these tips on-line or see the Resource section for more information.

My Examples:

Independence and initiative

...seeing what needs to be done, doing it and being responsible for the results. Your suggestions and actions often improve the situation.

You display independence and initiative when you...

- ○ do your work without constant supervision
- ○ ask questions to clarify what is expected of you
- ○ look for things that need to be done
- ○ fill the need if you are able
- ○ know what decisions you can make within your workplace
- ○ ask yourself whether you can do the tasks you take on
- ○ take responsibility for the results
- ○ identify areas that need improvement in your situation or your work
- ○ suggest new ways of meeting a need or getting the work done
- ○ go the extra mile by doing something above and beyond what is required.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For more information about how to show initiative, see the tip sheet **Are You Job Smart?**

Find these tips on-line or see the Resource section for more information.

My Examples:

Meghan enjoyed working in the busy cafeteria of a large call centre. When she was promoted to the coffee shop upstairs, Meghan discovered the pace was much slower. She decided to find ways to generate more business for the coffee shop. She learned to make some specialty coffees and posted signs around the call centre to promote the new coffee choices. Because she was friendly to her customers and remembered their names and what they liked to order, Meghan began to build a regular customer base.

When some of her regular customers expressed their frustration over not having time to wait in the long line-up for food at the cafeteria downstairs, Meghan explained their concerns to her supervisor. She asked for permission to stock the coffee shop upstairs with sandwiches, wraps and other quick snacks to make things easier for her customers. Meghan offered to order and stock the additional items herself and train the other staff on the new procedures. Her supervisor agreed to try it out and was delighted when the coffee shop's sales tripled in just a few weeks!

Commitment to an employer/work

...showing effort and commitment to an employer or your work.

Brad found his job as a receptionist in an insurance office challenging because he had several agents asking him to do work for them each day. Although there were times when he felt like walking out of the office in frustration, Brad liked the insurance business and he wanted to show his employer he could do the work. Brad decided to check with each agent about the urgency of their request so that he could get the high priority tasks completed each day. By being well organized, he was able to do more work for everyone.

Part of Brad's job also involved greeting people, answering their questions efficiently and directing them to the next available agent. During slow times he improved his knowledge of the company's insurance policies and computer programs so that he could provide better answers to customers' questions. This extra effort showed Brad's commitment to his work and his employer.

You show commitment to an employer or your work when you...

- ○ show you have a desire to be employed
- ○ are prepared to start your job on time
- ○ demonstrate a positive attitude toward working
- ○ are able to work under supervision and take direction
- ○ do what is needed to complete your assigned tasks
- ○ do your best at your job
- ○ take responsibility for your errors and make corrections.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For more information about showing your commitment to your employer, see the tip sheet **Adding Value: Giving Back to Your Employer**

Find these tips on-line or see the Resource section for more information.

My Examples:

Adaptability

...an attitude that helps you deal with changes in your life in order to reach your goals and succeed in the workplace.

You are adaptable when you...

- ○ have a realistic view of the situation you are in
- ○ recognize that change is certain
- ○ know that life changes will cause stress
- ○ know how to manage stress
- ○ are prepared to make changes in your life
- ○ are willing to try new ways of doing things
- ○ can compromise
- ○ are flexible when unexpected situations arise
- ○ are aware that you cannot control everything
- ○ are prepared for the unexpected.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

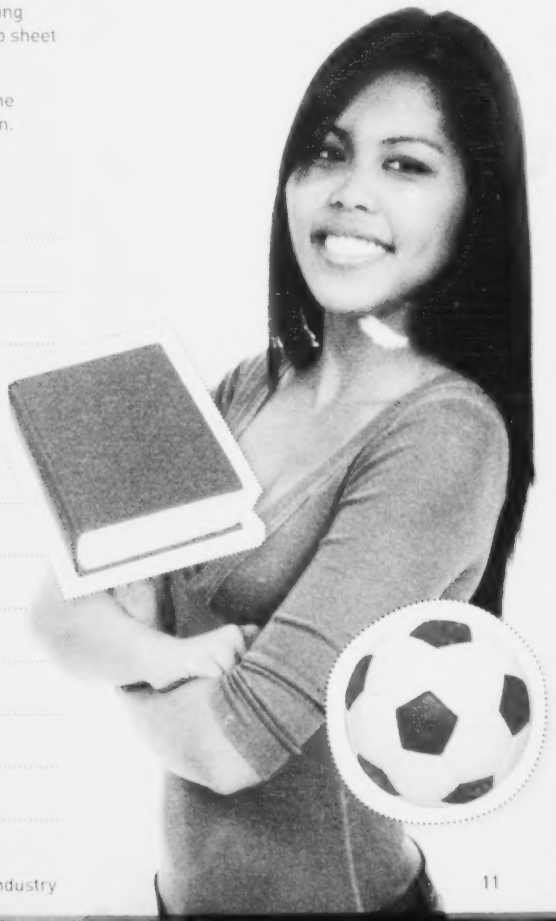
- For information about coping with change see the publication **Change and Transitions: The path from A to B.**
- For ideas about dealing with change, see the tip sheets **The Nature of Change and Managing Change.**
- For more information about how being adaptable helps us learn, see the tip sheet **Defenses Against Learning.**

Find these resources on-line or see the Resource section for more information.

My Examples:

Bailey had a very hectic high school schedule. Besides a busy social life, she worked part time at a restaurant and played recreational soccer. With only six weeks left in the semester, Bailey found that she still had 84 hours of work experience to complete before she could graduate. She was told that her name would be removed from the grad list unless she completed her work experience.

Bailey had to make some huge compromises. She had to do 14 hours of work experience a week on top of her classes. She gave up soccer, cut down her hours at the restaurant and temporarily limited her socializing with her friends. Although the changes were difficult and the workload was stressful, by making these changes Bailey was able to graduate with her friends after all.

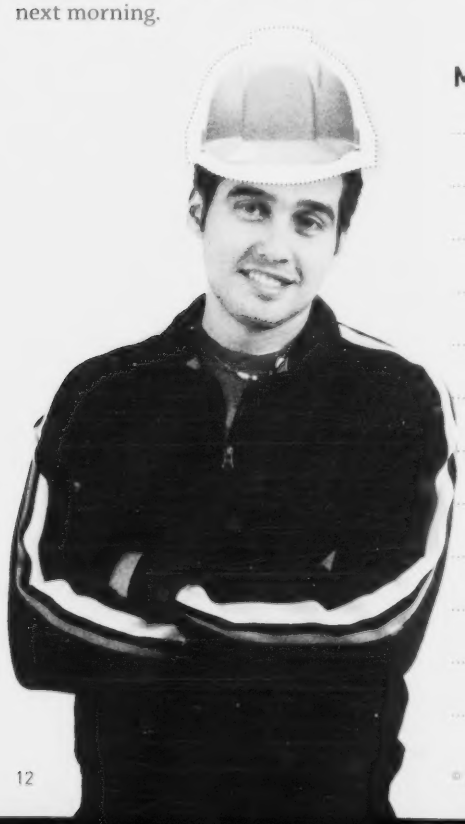


Managing risks

...recognizing risks that can occur and taking responsibility for managing your behaviour to deal with them in acceptable ways.

Omar was leaving an oil rig after delivering a load of gravel when his supervisor radioed a request for him to deliver another load before the end of his shift. It was snowing heavily and the road was rutted and slippery. Omar knew that driving in these conditions to deliver another load would take him well past the end of his shift.

Although Omar was worried about challenging his boss' instructions, he also knew there were risks involved in driving too quickly with a heavy load. He had seen other trucks go off the road in similar winter conditions. Omar didn't want to risk having an accident, damaging the truck or injuring himself. He explained the situation to his supervisor and suggested two options. Either he would have to work overtime that day in order to make the delivery safely or he could deliver the load first thing in the morning after the road had been plowed. His supervisor agreed to delay the delivery until the next morning.



You can manage risks when you...

- ○ are familiar with the possible risks in your life and workplace
- ○ can predict the consequences or results of risky behaviour
- ○ can identify ways to avoid the possible consequences
- ○ avoid taking risks that involve the health or safety of yourself and others
- ○ know how much risk your supervisor considers acceptable in the work you do
- ○ know policies your organization has for managing risks.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- To find out what kind of a risk-taker you are, see the tip sheet **Risk-Taking and Career Decisions.**
- For ideas about preparing to take a risk, see the tip sheet **Risking It: Are You Ready?**
- To find out if you are at risk at your job or to get suggestions for spotting hazards on the job, see the publication **X-treme Safety: A survival guide for new and young workers.**
- To understand potential hazards in the workplace, see the tip sheet **Workplace Health and Safety: What's Your Hazard IQ?**

Find these resources on-line or see the Resource section for more information.

My Examples:

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Courtesy

...showing a basic level of caring, concern and respect for those around you.

You have a courteous attitude when you...

- ○ pay attention to the needs and feelings of those around you
- ○ listen to others when they speak to you
- ○ offer to help others before you are asked
- ○ follow the basic rules of politeness (e.g. saying "please," "thank you" and "excuse me")
- ○ treat others with respect.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For more information about courtesy, respect and getting along with others, see the tip sheets **Soft Skills Help You Succeed at School** and **New Job? Here's How to Make a Good First Impression.**
- For ideas about respecting yourself and others when communicating, see the tip sheet **Communicating With Confidence.**

Find these tips on-line or see the Resource section for more information.

My Examples:

Casey worked part time as a cashier at a grocery store. She couldn't understand why her supervisor seemed disappointed with her performance. When she asked her supervisor about it, he said, "You do fine when it comes to operating the cash register, bagging groceries and making change. What's missing is a basic level of respect that makes a customer want to come back. For example, you didn't ask your last customer how he was or thank him after he paid. You didn't offer to help him locate the soup he couldn't find or help him pick up the loose change he dropped. Maybe you could try treating every customer as if you were serving yourself."

Casey hadn't thought about customer service from that point of view before. She began to make a conscious effort to be more courteous. She started smiling, making eye contact, asking customers how they were and providing assistance whenever she could. Both Casey and her supervisor were pleased with the results.

Todd had been working as a plumber for several years when he decided to start his own contracting business. He wanted to specialize in commercial installations. He was skilled at plumbing but knew he had a lot to learn about starting up a business.

Todd learned best by listening to an instructor and having discussions with others, so he avoided on-line courses. He relied on construction contractors he had worked with previously for their helpful advice on getting started. As a result, he registered for a workshop on becoming an entrepreneur. He contacted a business officer at a Business Link office to learn how to do market research for commercial plumbers and how to write a business plan. He also took continuing education courses to update his computer skills and learn basic bookkeeping.

Todd liked the idea of learning new things, and he knew that his new venture would be a constant learning experience as he kept up with changes in laws, licences and industry requirements.

Positive attitude to learning

...a willingness to learn and keep on learning.

You have a positive attitude to learning when you...

- ○ admit there is always more to learn
- ○ show others that you are eager to learn new things
- ○ identify skills you want to develop and the new things you would like to learn
- ○ try to learn from your mistakes
- ○ know how you learn best
- ○ know what learning opportunities are available to you (e.g. courses, workshops, help from co-workers, supervisors or mentors)
- ○ set learning goals and keep track of your progress.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For more information about how a positive attitude relates to learning, see the tip sheet **A Positive Attitude Will Help You Learn.**
- For more information on learning styles and learning new skills, see the publication **Training for Work.**
- For more information on self-employment, see the publication **Self-Employment: Is it for me?** or the tip sheet **Self-Employment: A Career Option for You?**
- For more information on starting up a small business, contact the Business Link at **1-800-722-9695** toll-free or at **www.cbsc.org/alberta**

Find these resources on-line or see the Resource section for more information.

My Examples:

Listening skills

...skills that show people you are interested in what they are saying to you or others.

You have listening skills when you...

- ○ look at or concentrate on people when they are speaking to you
- ○ use body language that shows you are paying attention to the speaker
- ○ check for understanding of what the speaker says
- ○ ask questions to clarify your understanding
- ○ act according to instructions given orally.

Jack was listening to his supervisor, Eddie, give instructions about the house they were building. Jack was leaning against a wall and looking down at his feet. Eddie asked Jack to pay attention. When Jack looked up and said he was, Eddie replied that it sure didn't look like it.

Jack was surprised by Eddie's comments and thought about why Eddie thought he wasn't paying attention. The next time Eddie gave him instructions, Jack made sure he made eye contact while Eddie was speaking and nodded from time to time so Eddie knew Jack understood what he was saying. He asked Eddie a question to confirm he understood what he had to do and left to carry out Eddie's instructions. Eddie was far more confident that Jack had listened to his instructions this time because Jack was displaying better listening skills.

My Examples:

Workability Skills

You listen attentively to a friend. Your fingers seem to fly across your computer keyboard. You know how to dress for success. These are all skills. You likely already have more workability skills than you think. Review the following skills and figure out which ones you already have and which ones you might need to improve.

What is a skill?

A skill is the ability to do something well arising from talent, training or practise.

- Talent: you may be born with some abilities that you will be naturally good at. These may be your strong points on which you can build your other skills and abilities.
- Training: you can learn new skills from taking a course or from self-instruction.
- Practise: you can practise and improve your skills whenever you choose to do so.

Communication skills are made up of six closely related skills:

- listening skills
- verbal communication skills
- non-verbal communication skills
- written communication skills
- reading skills
- using documents.

Serena worked in the sales department of an RV dealership. She was expected to greet customers when they came into the store and to answer the phone. Serena had a habit of speaking very quickly when she was nervous. Customers would often look puzzled and ask her to repeat what she had said. She knew she had to improve her verbal communication skills to succeed at her job.

Serena practised speaking slowly and clearly. She listened to her co-workers when they spoke with customers and noticed they spoke more formally than she normally would. Serena decided to adjust her tone and vocabulary when dealing with customers. Eventually, she became more confident and was able to speak clearly in person and on the telephone at all times.

Verbal communication skills

...speaking skills that show you understand and speak the language in which the business is conducted.

You have verbal communication skills when you...

- ○ speak clearly with appropriate volume and tone
- ○ use vocabulary appropriate to the work site
- ○ answer a telephone courteously and according to company policy
- ○ leave voice mail messages that are short and complete
- ○ can speak in front of others.

My Examples:

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Non-verbal communication skills

...body language that communicates to others more than your words say. It may contradict or support your verbal message.

You have non-verbal communication skills when you...

- ○ are aware of body language such as your tone of voice, posture, facial expression and handshake
- ○ notice the body language of others
- ○ understand how non-verbal messages are given to indicate feelings such as boredom, happiness, anger, lack of interest, etc.
- ○ know what your personal appearance might be communicating to others.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For ideas about verbal and non-verbal communication skills, see the tip sheet **Communicating With Confidence.**
- To find out more about positive communication including voice, body language and giving feedback, see the publication **Positive Works II.**

Find these resources on-line or see the Resource section for more information.

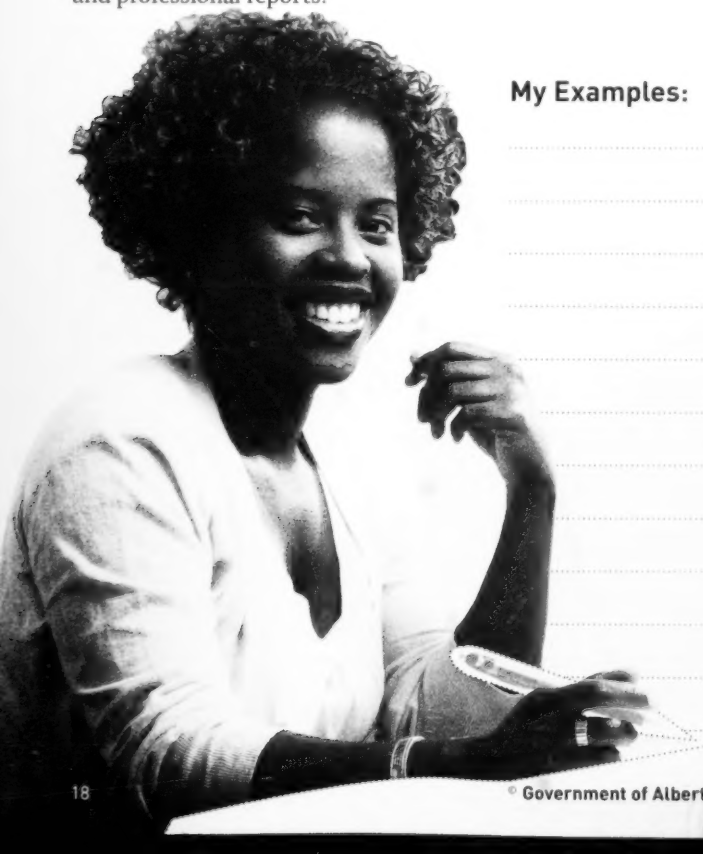
My Examples:

Charlie strolled into the weekly staff meeting 10 minutes late. He appeared to have dressed in a hurry: his hair wasn't combed, he hadn't shaved and his shirt wasn't buttoned properly. He flopped down into one of the vacant chairs and immediately started munching on a donut and gulping down some coffee.

As the meeting continued, his supervisor noticed Charlie yawning and saw him doodling on his pad of paper. He observed that Charlie didn't look up when others were speaking. When his supervisor asked him a question, Charlie asked him to repeat it. Charlie was rather startled when his supervisor did repeat the question but in a rather loud and clipped manner. He noticed that his supervisor was frowning and his co-workers seemed to be annoyed. Since he was able to tell from their body language that his co-workers were upset, Charlie considered what his body language might be projecting to them. He realized he had better pay closer attention to his own non-verbal cues in the future.

Ashley often had to write reports as part of her assignments for biology class. She took notes during demonstrations and turned them into detailed diagrams to show her teacher she had mastered the content. Ashley learned there was an expected format for her reports, and she was able to organize the information under the required headings. She checked her reports for accuracy before she handed them in, using a dictionary and thesaurus to check her spelling and word use. When writing her reports, Ashley avoided using slang or the casual, abbreviated language she normally used when text messaging her friends.

When Ashley got a work experience placement with a pollution control technologist, she was pleased to learn that the reports she had been writing in school were similar to those she had to prepare at work. Her supervisor complimented Ashley on her easy-to-read, concise and professional reports.



Written communication skills

... skills that show you can explain ideas and information in a written form that readers can understand.

You know you have written communication skills when you...

- ○ organize your ideas so others can understand what you have written
- ○ take notes or messages that others can understand
- ○ write so others can read your handwriting
- ○ use correct spelling, punctuation and grammar
- ○ avoid slang in workplace correspondence
- ○ use business writing formats, such as memos and letters, correctly
- ○ write clear, concise e-mails
- ○ avoid using text messaging features in the workplace, such as abbreviated phrases or emoticons
- ○ proofread and correct your own work.

My Examples:

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Reading skills

... skills that show you can understand the meaning of written materials and act accordingly.

You know you have reading skills when you...

- ○ can follow written instructions
- ○ read quickly for main ideas
- ○ scan text for specific information
- ○ can summarize, can understand the concept of what you have read and can rewrite the material in your own words.

Rick, a dispatcher at a union office, assigned workers to various contractors. He had to explain the employer's expectations to each worker before he could send them to the job site. In order to do this, Rick had to read and understand the site safety regulations and job descriptions so that he could describe them accurately to the workers. He was able to scan these documents, find specific information and interpret it using words the workers could understand.

My Examples:

Using documents to communicate

...using a variety of print and non-print materials such as forms, labels, signs, tables, graphs, diagrams, schedules, lists, blueprints, maps, reports.

When he was hired to work at a moving truck and equipment rental store, Mario quickly realized that proper document use was critical. He had to make sure that all documents, whether on-line or on paper, were filled out accurately and completely because the rental agreements were actual contracts between the customer and the store. The store also sold packing boxes and supplies, and Mario had to fill out an on-line order form and check over the packing slips when supplies arrived to make sure orders were filled correctly.

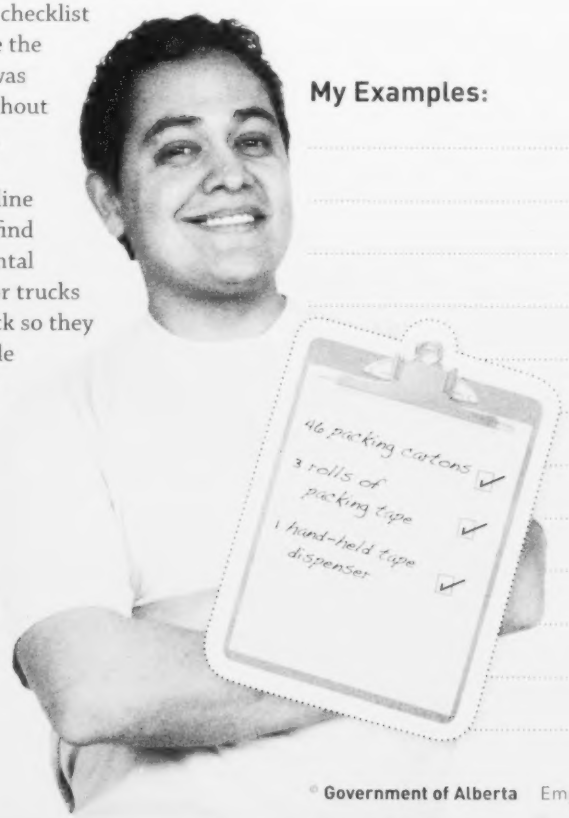
For the customers' safety and information, Mario needed to understand and follow the directions on the many signs posted in the store and outside in the parking lot. The rental equipment had labels and diagrams explaining their safe use and Mario explained these instructions to customers.

When customers returned moving trucks or equipment, Mario completed a checklist to make sure the equipment was returned without any damage. Mario also read the on-line schedule to find out when rental equipment or trucks were due back so they were available for the next customer.

You know you can use documents to communicate when you...

- ○ read and understand the content of documents found in your workplace and in your community
- ○ follow instructions on signs
- ○ enter information on a computer touch screen if used in your workplace
- ○ complete documents by writing if necessary (for example, completely fill out an application form)
- ○ use a checklist
- ○ follow a schedule.

My Examples:



Problem-solving/ decision-making skills

...skills you use to identify a problem or issue, know the options you have to respond to it and then decide what response is best for you.

You know you have problem-solving and decision-making skills when you...

- ○ can identify problems you need to solve
- ○ are able to collect information about a problem
- ○ can see the pros and cons of a situation
- ○ can identify possible solutions
- ○ can evaluate possible solutions to know what is best for you, your team or company
- ○ can make decisions by making a choice among options
- ○ understand the consequences of poor decisions in the workplace
- ○ apply your knowledge to workplace situations
- ○ make workplace decisions quickly and accurately.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For more information on problem-solving, see the publication **Job Smart: Tips for staying employed** or the tip sheets **Overcoming Job Challenges** and **Talking it Out: Resolving Conflict at Work.**

Find these resources on-line or see the Resource section for more information.

My Examples:

Yoshie wanted to make a better life for herself and her family. Her options were to stay in her current job and hope for a promotion, find a new job or follow her dream of being an interior designer. She weighed the pros and cons of each option and the effects they would have on her and her family. Yoshie discussed her options with her family. With their support, she decided to return to school. After researching training options, Yoshie enrolled into a two year interior design program. She also found a part-time job in design while going to school.

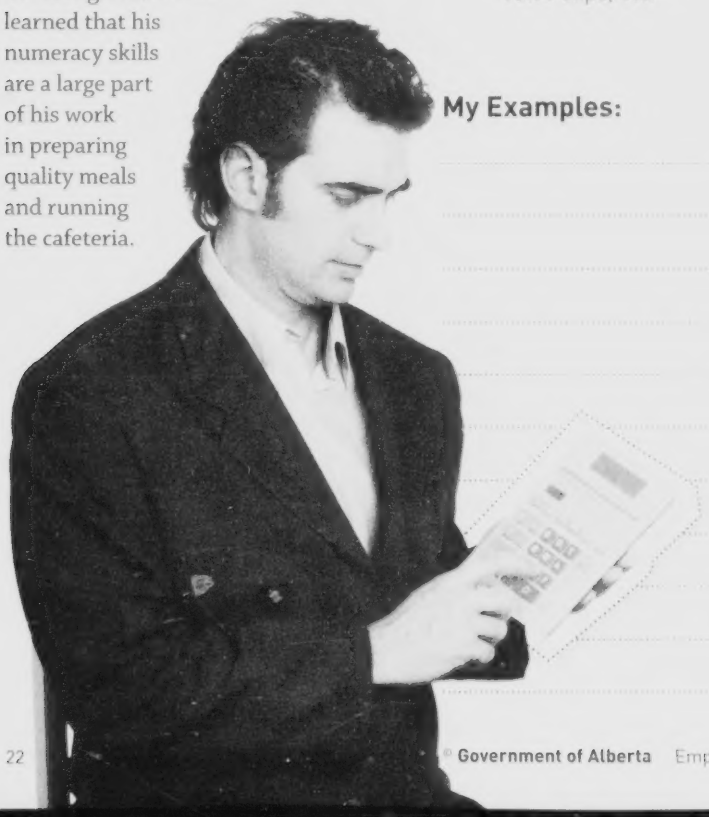
Yoshie is often asked to make decisions at work about the appropriate type of floor covering for various commercial buildings. She knows her recommendations could have serious financial consequences for her clients if she makes the wrong decision. Just as she did when deciding to return to school, Yoshie uses her problem-solving and decision-making skills to study the options and make recommendations that fit each client's situation.

Numeracy skills

...skills you need to use numbers in everyday life and many activities in the workplace.

Alexi works as a cook in a college cafeteria where he often needs to use his math skills. He must estimate the quantity of food for each menu item that will likely be consumed during a regular shift. Sometimes he has to calculate extra amounts for unexpected guests who arrive on short notice. Alexi must also make sure there are enough ingredients on hand. Occasionally, Alexi finds a good recipe that uses imperial measurements that he has to convert to metric.

Alexi keeps a record of the purchases they make each day and keeps the receipts for the accounting department. He has to understand how the price of ingredients will impact the costs of the dishes offered at the cafeteria, so he creates a weekly budget and uses the calculator to check his totals. As a cook, Alexi doesn't have to work at the cash register but he has to understand how the cash that is received is part of the income that maintains the culinary program at the college. Alexi has learned that his numeracy skills are a large part of his work in preparing quality meals and running the cafeteria.



You know you have numeracy skills when you...

- ○ perform money math. You can:
  - o complete financial transactions, such as entering amounts in a cash register, totalling simple bills, making change and receiving payments.
- ○ perform scheduling or budgeting and accounting math. You can:
  - o prepare or follow a schedule, such as a shift schedule
  - o prepare or follow a budget, planning how much money you have and how much you can spend
  - o make entries in financial records
  - o know the purpose of financial records such as bank statements, sales slips, etc.
- ○ perform measurement and calculation math. You can:
  - o take measurements and record the results
  - o measure out quantities
  - o do calculations involving addition, subtraction, multiplication, division and percentage.
- ○ data analysis math. You can:
  - o compare numerical differences such as bigger and smaller, higher or lower.
- ○ numerical estimation. You can:
  - o reasonably predict the amount of time it will take you to do a task
  - o determine if the result on a calculator is correct
  - o guess what the results of a calculation will be before you see the answer.

My Examples:

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Skills for working safely

...acting in ways that show you are aware of workplace hazards and care about the safety of yourself and others.

You know you have skills for working safely when you...

- ○ can identify health and safety hazards in the workplace
- ○ demonstrate safe work practices
- ○ wear safety gear as required in the workplace
- ○ always make decisions to work safely
- ○ are aware of legislation related to safe work practices
- ○ inform others of unsafe conditions
- ○ take training before operating equipment.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For more information about working safely, see the publication **X-treme Safety: A survival guide for new and young workers.**
- For a checklist of safety information your employer should discuss with you, see the tip sheet **Are You Safe at Your Job?**
- To find out more about potential hazards in the workplace, see the tip sheet **Workplace Health and Safety: What's Your Hazard IQ?**

Find these resources on-line or see the Resource section for more information.

For information on workplace health and safety, including regulations, safety awards and more, visit the Alberta Workplace Health and Safety website at **www.employment.alberta.ca/whs**

Liam was enrolled in a motorcycle mechanics class at his local college. He began his work placement at one of the nearby repair shops to learn more about motorcycle maintenance. One day, Liam called his supervisor from the hospital. He was just admitted with an eye injury caused by a welding flash. Liam was injured because he didn't wear his welding helmet while watching a co-worker weld a part to a bike.

The first thing Liam said was, "Don't blame my instructor for this! He taught me what to do, but I didn't think I needed to put the helmet on because I wasn't doing the welding." Liam was upset with himself for making a poor decision. His co-worker, who wasn't watching him either, didn't notice that Liam had neglected to put on his helmet. After that incident, everyone at the shop agreed that working safely was a responsibility they all shared.

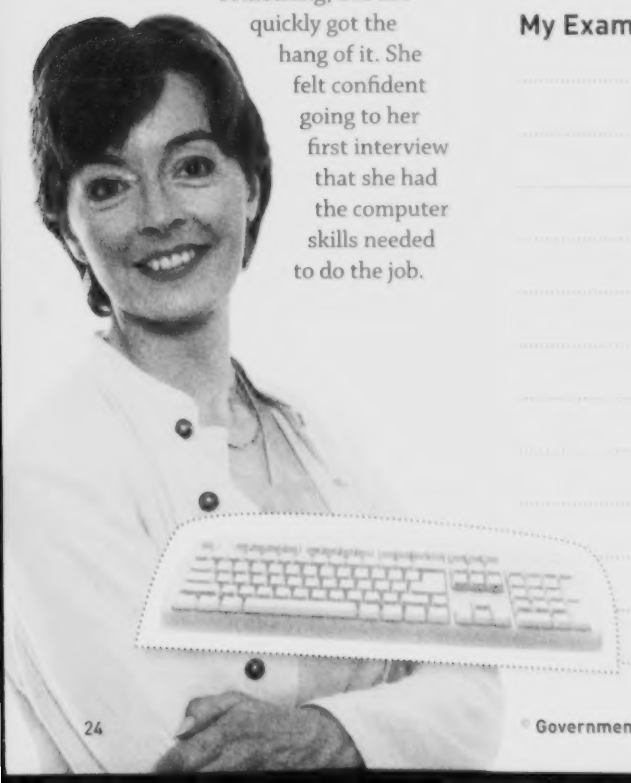
My Examples:

Computer skills

...using computers and computerized equipment in ways that meet the requirements of the workplace.

Marnie wanted to return to work as a hotel desk clerk. She had been out of the workforce for more than 15 years after leaving to raise her family. Marnie thought about how technology had changed so many of her daily activities from telephone banking to self-checkouts in stores. She knew technology had also changed how work was done in the hotel industry. Marnie signed up for a computer course to brush up on her skills before re-entering the workforce. She wanted to learn to use the computer functions effectively and become skilled using the common programs found in most offices.

Marnie improved her rusty keyboarding skills by sending e-mails to her family and friends. She learned to attach documents to an e-mail message when she sent her resumé and cover letter to several potential employers. She even set up a weekly chore schedule for her children using a spreadsheet. At first, Marnie would get frustrated when she would forget how to do something, but she quickly got the hang of it. She felt confident going to her first interview that she had the computer skills needed to do the job.



You have computer skills when you...

- ○ use the functions of a computer operating system
- ○ use a word-processing program. You can:
  - ○ use keyboarding skills
  - ○ start a new document
  - ○ input text
  - ○ save files
  - ○ retrieve files
- ○ use e-mail to send and receive messages
- ○ search the Internet
- ○ use common software programs to build a spreadsheet or database
- ○ use computerized equipment found in your workplace
- ○ use correct terminology to describe computer equipment
- ○ use computerized equipment such as telephones, photocopiers, touch screens
- ○ respond to computer problems with self-control.

My Examples:

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Time management skills

...using time in a satisfying and productive way.

You have time management skills when you...

- ○ are able to balance all of the things you do in your life
- ○ plan how you will use your time
- ○ predict how much time things will take
- ○ check how you use your time and make changes for the better.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- To learn some strategies for managing your time, see the tip sheet **Time-Saving Tools for Busy Lives.**
- For ideas about scheduling your time, see the tip sheet **Going Back to School: How to Fit Everything In.**
- To find out how much time you spend on various activities, see the tip sheet **Creating a Balanced Lifestyle.**

Find these tips on-line or see the Resource section for more information.

Paula worked as a fundraiser for a new wing of the regional hospital. She liked the challenge of being her own boss. Working from home meant she spent a lot of time on her computer or on the phone. She also had to attend meetings and publicity functions.

Paula often found herself distracted from her work by phone calls from friends and family or by household chores such as laundry. These distractions were starting to keep her from meeting work deadlines.

Paula realized she had to reassess how she managed her time. She bought herself a daily planner and set up a schedule as if she were working in an office. She allowed herself one hour in the morning to do household tasks. She even dusted off her slow cooker and started using it again! She relied on voice mail to pick up her personal phone calls and ignored personal e-mails until the evening. Once she had organized her day, Paula was free of distractions and was able to meet her deadlines without any problem.

My Examples:

Brendan's casual clothing and hairstyle were the norm at a local skater shop where he worked part time. When the skater shop moved to another location too far for him to travel, Brendan decided to apply for a sales position at a high end men's clothing store.

Brendan wasn't sure what to wear to his job interview. He visited the store a few days before his interview to see how the staff dressed and decided that dress pants and a shirt and tie would be best. He ironed his clothes, made sure his shoes were clean, trimmed his hair, showered, shaved and removed his eyebrow ring. Brendan wanted to make sure the interviewer could see he would fit in with the other staff at the store.

Appearance and dress skills

...presenting yourself in the workplace in a way that makes sense for the type of job and for safety reasons.

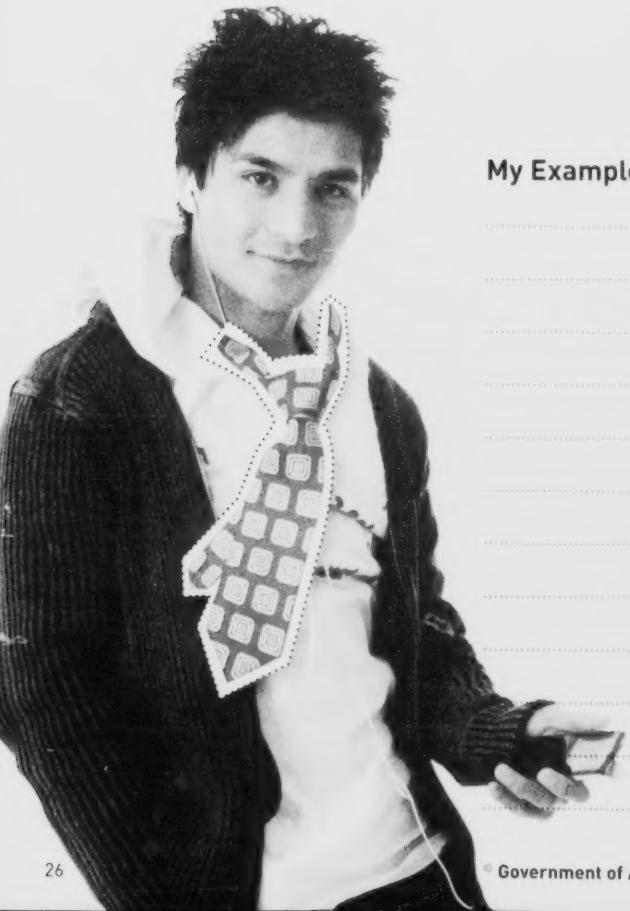
You have appearance and dress skills when you...

- ○ consider the importance of hygiene
- ○ dress neatly
- ○ wear a uniform if required
- ○ wear safety equipment if required
- ○ use fragrances moderately or not at all if your workplace has a scent-free policy
- ○ wear what is acceptable for the industry or place of business
- ○ know what your personal appearance communicates to others.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For more information about how the way you dress impresses your employer, see the tip sheet **New Job? Here's How to Make a Good First Impression.**

Find these tips on-line or see the Resource section for more information.



My Examples:

Negotiation skills

...working to get what you want from someone in a way that benefits both of you.

You have negotiation skills when you...

- ○ clearly and calmly describe the situation or problem to the person you are negotiating with
- ○ clearly and calmly explain how you feel and think about the situation or problem to the person you are negotiating with
- ○ ask for what you want in a reasonable and specific way
- ○ recognize and acknowledge the point of view of the person you are negotiating with
- ○ make sure the person you are negotiating with benefits from the agreement
- ○ show a willingness to compromise if the other person adjusts what he or she wants
- ○ are honest.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For more information on resolving workplace conflicts, see the publications **Let's Talk: A guide to resolving workplace conflicts** and **Job Smart: Tips for staying employed** or the tip sheet **Talking it Out: Resolving Conflict at Work.**

Find these resources on-line or see the Resource section for more information.

Wade worked part time as a food preparer in one restaurant and had just started a second part-time job at another. He liked the atmosphere at the new restaurant but had a problem with Liz, one of the servers. It was restaurant policy that all tips would be pooled and a portion distributed to each of the cooks and the kitchen staff, but Liz was not including Wade in her payouts.

Although Wade was upset, he approached Liz calmly. He explained the situation clearly and remained patient when Liz told him it wasn't her job to track him down at the end of every shift. Wade explained that he felt he deserved the money because he contributed to the restaurant's service by making sure food was well-prepared and provided quickly. He arranged to meet Liz after her shift so she did not have to go out of her way to find him. The new arrangement worked well for both of them.

My Examples:

Skills in accepting feedback

...accepting feedback in a constructive and considerate manner.

Laura wanted to be a good sales clerk. She was conscious of providing good service, so she greeted everyone as they came into the kitchenware shop and asked if they needed help. Her supervisor noticed that Laura would often follow customers around the store in her eagerness to help and, as a result, her attention sometimes made customers feel uneasy.

Laura's supervisor explained to her that while people like to be greeted warmly, they usually like to be left on their own to look around. He said that as long as customers knew Laura was available, they would ask for help when they needed it. He also explained that being too attentive by following customers could cause some people to leave the store, defeating Laura's efforts to provide good service.

Laura accepted the feedback she was given and understood that it was not about her personally. She was happy to make a few changes in how she dealt with customers. She still greets customers warmly but tells them she will be available if they have any questions. Laura looks to see if a customer appears confused or if needs help before approaching them again.

You have skills in accepting feedback when you...

- ○ see feedback as an opportunity to learn and a way of improving your performance
- ○ listen to what is being said without becoming defensive or blaming others
- ○ understand that others may see you differently than the way you see yourself
- ○ reflect on the feedback and think about what you can or are willing to change
- ○ thank the person for giving you the feedback.

My Examples:

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Work-life balance skills

...sorting and managing your personal and work responsibilities in a manner that is right for you.

You have work-life balance when you...

- ○ recognize the effect of work on your family
- ○ trust your family to support you in your work
- ○ find child care that you are comfortable with, if you need it
- ○ identify problems and resolve them
- ○ carry out your work, family and personal commitments
- ○ have time for yourself and activities you enjoy
- ○ look after all aspects of your health including getting enough sleep, eating a proper diet, exercising, managing stress and relaxing.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For more information on work-life balance, see the tip sheet **Creating a Balanced Lifestyle.**

Find these tips on-line or see the Resource section for more information.

My Examples:

Dana had searched long and hard to find a job as an accounting technician, and now that she had the position, she was determined to keep it. In addition to putting in overtime during the busy season, she was taking an accounting course two nights a week. She would rush home after work each day to make supper for her family and attend to household chores. Once the children were in bed, Dana did her accounting homework.

While trying to maintain her hectic schedule, Dana had neglected her family and social life and was not eating or sleeping well. She had become irritable with her family and her co-workers and took her lunch and coffee breaks at her desk. She was beginning to dislike her work and workplace.

Her husband's concern for her health finally helped Dana realize she had lost her balance between work and personal time. He helped her plan a weekly schedule that still allowed some time for relaxation and some of her favourite activities. He and the children took over more of the household chores to free up her time. Dana started to schedule regular activities with her family and get togethers with her friends. Instead of eating her lunch at her desk, she joined her co-workers for a brisk walk over the lunch hour. Having a more balanced lifestyle has revived Dana's cheerful disposition and helped her be a more effective worker.

Skills for dealing with addictions

...skills for recognizing and managing things you do over and over that you cannot control.

Drinking each night after work was hurting Bernie's job performance. He was frequently late or absent and, as a result, was often unable to keep up with his employer's demands.

After Bernie's boss spoke to him about his unacceptable job performance, Bernie realized he could easily lose his job. He talked to his girlfriend and found that she was also concerned about his drinking. With his girlfriend's support, Bernie arranged an appointment with an addictions counsellor and joined a support group. Once Bernie saw others in his support group coping with similar problems, he committed to further sessions and developed a support network.

have skills to deal with addictions when you...

- ○ know that an addiction such as substance abuse or gambling is harmful to you and others
- ○ admit to any addictions you have
- ○ see your addiction as something you can overcome
- ○ learn more about addictions and the addictive personality
- ○ identify the reasons for your addiction
- ○ get help or treatment for your addiction
- ○ follow the help or treatment you get for your addiction.

NEED MORE? Visit the Alberta Alcohol and Drug Abuse Commission (AADAC) website at **www.aadac.com** or call their confidential 24-hour help line at **1-866-332-2322** toll-free.

My Examples:

Skills for dealing with unfairness

...dealing with the fact that sometimes people may treat you unfairly.

You have skills for dealing with unfairness when you...

- ○ know unfairness exists
- ○ do not let unfair treatment prevent you from reaching your goals
- ○ believe in yourself.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- If you feel you are being sexually harassed at work, see the tip sheet **Sexual Harassment: What You Need to Know.**
- If you feel you are being treated unfairly at work because of a disability, see the tip sheet **Succeeding in the Workplace as a Person With a Disability.** This tip sheet also has suggestions about how to make a successful transition into the workplace.
- If you feel you are being treated unfairly with respect to minimum wage, hours of work, overtime pay or other employment standards, visit **www.employment.alberta.ca/employmentstandards**

Find these resources on-line or see the Resource section for more information.

Rita was looking for a new apartment and was lucky enough to find a great basement suite for rent. When the landlord found out Rita was on income support, he refused to rent it to her, telling Rita, "I don't want this place trashed." Rita asked the landlord why he thought she would do this. She encouraged the landlord to check with her previous landlord and her other references. Although Rita was unhappy about the landlord's unfairness, she remained positive in her belief that she was a good candidate to rent the suite. As a result, she was able to challenge the landlord's unfair treatment of her.

My Examples:

Stress management skills

...skills to cope with all of the demands and pressures in your life.

Kim is a single mother with a lot of demands on her time. She works as a licensed practical nurse and is often offered extra shifts with little notice because of staff shortages. Although it means that she has to arrange for child care on short notice, Kim doesn't like to turn down these extra shifts. She wants to improve her financial situation even if the extra work sometimes leaves her feeling exhausted.

Worries about work, raising children and having enough money sometimes overwhelm Kim. When she is really stressed, Kim asks her mother or her sister to stay with her children for a few hours so she can have some time to herself. To relax, she goes for a walk, does some yoga or has a long, hot bath. To help her manage her anxiety, Kim updates her to-do list and decides what needs to be done right away and what can wait.

You have stress management skills when you...

- ○ know what causes stress for you
- ○ know that some stress is good
- ○ accept external stressors that you cannot control
- ○ do something about stress that you can control
- ○ use stress management techniques or coping strategies.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For information about dealing with stress that accompanies change, see the publication **Change and Transitions: The path from A to B.**
- For suggestions about coping with stress, see the tip sheet **Coping with Stress at Work.**
- For ways to manage stress associated with a career move, see the tip sheet **Managing Change.**
- For more tips on managing stress, see the publication **Positive Works II.**

Find these resources on-line or see the Resource section for more information.

My Examples:

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Money management skills

...help you live on the money you have or earn.

You can manage your money when you...

- ○ have goals for managing your money
- ○ know your monthly income and expenses
- ○ have a budget plan
- ○ follow your budget plan
- ○ make changes to your budget when necessary
- ○ use credit cards and debit cards within your budget
- ○ pay your bills on time
- ○ recognize when poor financial decisions interfere with your health and behaviour
- ○ keep your personal financial affairs separate from your work
- ○ know how to plan for loans, saving and retirement.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For general information about budgeting, see the publication **Stretch your Dollars: Budgeting basics.**
- For budget planning for students, see the publication **Money 101: Budgeting basics for further education** and the tip sheet **Money Talk: Budgeting Savvy for Students.**

Find these resources on-line or see the Resource section for more information.

My Examples:

Sarah still lives at home with her parents. She'd love to rent her own apartment but doesn't think she can afford it. Even though she works full time, she never seems to have any money left over at the end of the month.

Sarah decided to keep track of how she was spending her money. She was shocked to see how much money she was spending on lattes, eating out and going to movies and clubs with her friends. She also became more aware of how much money she spent on cell phone charges, buying clothes and shoes or having her nails and hair done. She realized that her habit of only paying the minimum amount on her credit cards each month was costing her a lot of money.

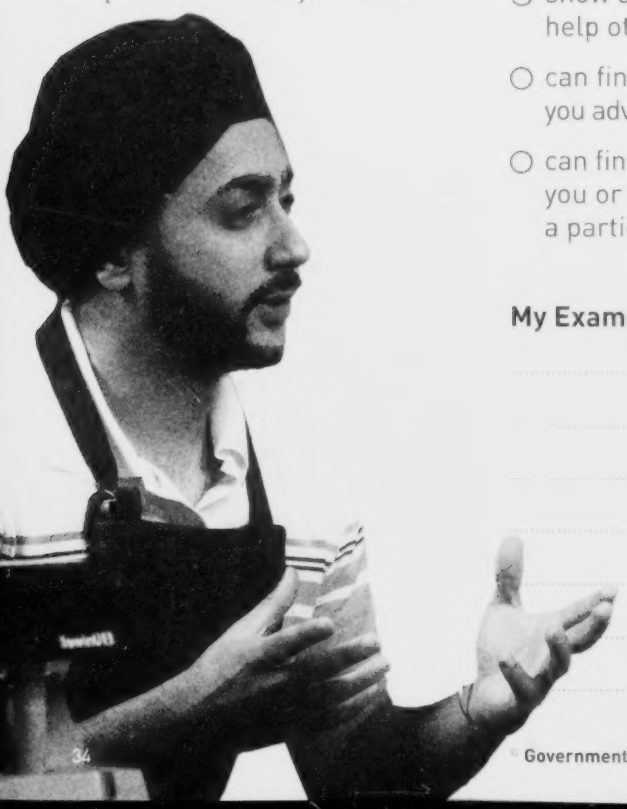
Sarah knew she needed to make some changes. She created a budget and set out to live within her income, without using her credit cards or depending on her parents for help. She cut back on shopping sprees and her extra cell phone charges. She eventually decided to share an apartment with her best friend. This allowed Sarah to keep her costs low enough so she could afford to work part time and go to college.

Relationship building skills

...developing and participating in relationships with family, friends, acquaintances, contacts and others who will help you and whom you are willing to help.

Going back to school was a big step but one Sundar knew he had to take. Staff at Sundar's local Alberta Employment, Immigration and Industry service centre had provided him a lot of information to help him in his decision to return to school. Student services staff at the college helped him apply for the student funding he needed. His wife and family listened when he needed to talk about some of the struggles he was having as a new student.

Sundar got to know some of his classmates and realized that they had problems similar to his. He learned a lot from their stories and was able to make suggestions to help them, too. Sundar often met one of these new friends to discuss assignments over coffee before their morning classes. Guest speakers often visited Sundar's class. Sundar always made a point of staying after class and talking to these speakers about possible career opportunities. Sundar was building relationships that would help him in his future job search.



You can build relationships when you...

- ○ know when you need help, know how to ask for help and accept help when it is offered
- ○ are specific about the help you need
- ○ make friends with people in similar circumstances
- ○ show a genuine interest in others
- ○ make the effort to identify others' needs
- ○ show a willingness to help others
- ○ can find people who can give you advice on a particular issue
- ○ can find people who can coach you or give you instruction on a particular issue
- ○ can find people who can help you get money, equipment or resources to help with a particular issue
- ○ can find people who can connect you with others who may be helpful
- ○ network with people who can help with your job search success
- ○ thank those who help you.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For ideas on how to get along with others, see the tip sheet **Soft Skills Help You Succeed at School.**
- For information about networking, see tip sheet **I'm Shy: How Do I Network?**

Find these tips on-line or see the Resource section for more information.

My Examples:

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Information management skills

...skills required to find, understand and use information in order to reach your goals, do your work or live life the way you want to.

You have information management skills when you...

- ○ know the kind of information you need to make decisions or take action in a situation
- ○ can identify a number of good sources of information
- ○ can find information from a variety of reliable sources
- ○ can analyze the information critically by looking at biases and accuracy
- ○ can integrate the information in order to form an opinion
- ○ can determine the implications of the information you have found
- ○ can store your information to retrieve it for future use
- ○ recognize that some information may be incorrect and that you may have to adjust your opinions.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For ideas on gathering information, see the publication **Finding Out: How to get the information you need to make the choices you want.**
- For tips on how to interview others to gather career information, see the tip sheet **Information Interviewing for Career Options.**
- For information about post-secondary education programs in Alberta, see the publication **Time to Choose. . . a post-secondary education program.**
- For information on more than 500 occupations in Alberta, visit **www.alis.gov.ab.ca/occinfo**
- For information on post-secondary programs in Alberta, visit **www.alis.gov.ab.ca/edinfo**

Find these resources on-line or see the Resource section for more information.

Because Melissa has always had an interest in healthy living, exercise and working with people, she decided to become a fitness instructor. She researched the training she might need for this work by talking to her high school physical education teacher and her aerobics instructor. They both gave her names of other people to contact and she did so.

Melissa visited the ALIS website and found an occupational profile for fitness instructors in Alberta. This gave her detailed information about the duties, working conditions, personal characteristics, salary range and educational requirements needed for the job. She discovered that the YMCA and her local college both offered certification courses approved by the Alberta Fitness Leadership Certification Association. She found their class schedules on the Internet.

Melissa created a file to store the information she had collected on courses, registration fees and schedules. She also kept a copy of the application forms and all of the information she would need to fill out the forms. Melissa found many good sources of information by talking to people and checking out websites for training opportunities.

My Examples:

Rachel had some decisions to make about work when she had her first child. Although she wanted to remain in the education field, she also wanted to stay home and raise her child. She considered her options and the affect each option might have on her family and her employer. During the last two months of her pregnancy, Rachel began to look for other work in the education field.

Rachel was lucky to find a contract marking assignments for a distance learning centre. This work allowed her to keep current with developments in the education field, stay at home with her child and still earn an income. Although Rachel and her family made a financial sacrifice for her to work from home, they have found that the benefits of living by their values far outweigh the costs.

Value management skills

...acting on what is most important to you and others.

You have value management skills when you...

- ○ think about your actions in terms of their importance to you and others
- ○ recognize how your actions are likely to affect you and others
- ○ look for ways to add value to your life, others' lives and the work site
- ○ continually assess your actions from a value perspective.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For a quiz on your work values, see the tip sheet **Work Values.**
- To further explore your work values, see the publication **Positive Works II.**

Find these resources on-line or see the Resource section for more information.

My Examples:

Working with others/ collaboration skills

...skills you require to co-operate with others within or outside the workplace, leading to a shared result.

You can work with others and have collaboration skills when you...

- ○ show a positive attitude about working with others
- ○ listen carefully to others
- ○ exchange information, resources and talent with others
- ○ commit time and effort to individuals within and outside of your workplace
- ○ take responsibility for tasks assigned to you by team members
- ○ provide feedback to and accept feedback from others
- ○ adjust and compromise with others when you are able
- ○ can see a project from everyone else's point of view
- ○ respect the diversity of opinion and viewpoint of team members
- ○ handle conflict with co-workers and supervisors with respect
- ○ seek help when needed.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For suggestions on co-operating with others at work, see the tip sheet **How to Succeed at Work.**
- For suggestions on how to communicate clearly and authentically, see the tip sheet **Communicating With Confidence.**
- For suggestions about working with people of different generations, see the tip sheet **Bridging the Generation Gap at Work.**

Find these tips on-line or see the Resource section for more information.

My Examples:

Emily and five co-workers have been asked to plan the annual staff event this year. As a fairly new employee, Emily hasn't had the opportunity to work with the other team members yet. She noticed that they were a diverse group, representing different positions within the company, as well as different ages, genders and nationalities. She decided to take the time to talk to each member of the group to clarify the skills, viewpoints and knowledge they brought to the task. She realized that in order to be part of a collaborative environment, she would have to fit her skill set into the strengths of the other group members.

Before the first meeting, Emily agreed to canvas all company staff for their ideas and suggestions. She asked for feedback on what was done in previous years, what they felt worked or didn't and what other suggestions they had. She reported the findings to the team at their first meeting.

The group discussed the various suggestions, added some of their own and finally came to an agreement about the event. Although it wasn't Emily's first choice, she agreed to go along with the team's decision. The team came up with a list of tasks and timelines to prepare for the event and each member was assigned several tasks based on their interests, strengths, knowledge and experience. Emily offered to shop for the door prizes and used her artistic abilities to decorate the room for the event. The event was a success and the team received rave reviews.

Krista had always wanted to do work involving computers, but many of the computer service technician positions she saw advertised required formal training and certification that she didn't have.

She researched the occupation on the Internet and held information interviews with two people in the industry. Through her research, Krista discovered many related occupations to investigate further. She found that most colleges offered certification programs but decided to choose the one that also offered work experience. She thought that would be a good way to put her training to work right away while she was learning her work-specific skills.

Work-specific skills

...skills an employer wants workers to have before hiring. These skills are directly related to the work you will do.

You have work-specific skills when you...

- ○ have the specific skills employers ask for to do the job
- ○ have the skills to achieve the outcomes expected by the employer
- ○ have certification or proof of your skills, if necessary.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca/tips**

- For information about ways to get the skills and knowledge you need, see the tip sheet **Many Training Paths Develop Skills and Knowledge.**
- For information about apprenticeship training programs, see the tip sheet **Apprenticeship in Alberta.**

Find these tips on-line or see the Resource section for more information.

- To find out about various occupations of interest to you, visit the OCCinfo website **www.alis.gov.ab.ca/occinfo**
- For information about certification requirements for working in Alberta, visit the CERTinfo website at **www.alis.gov.ab.ca/certinfo**

My Examples:

Gaining experience

...a way of developing your skills and showing employers that you are dependable and can do the job.

You are gaining experience when you...

- ○ have been a volunteer
- ○ have looked for part time or temporary work
- ○ have asked an employment or career counsellor if you can participate in a work experience program
- ○ can transfer your skills from one situation to another
- ○ are not restricting where you are searching for work and are willing to move if necessary
- ○ consider shift work or other flexible work arrangements.

My Examples:

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For more information about volunteering to gain experience see the publication **Volunteering: How to build your career by helping others** or the tip sheets **How to Choose a Volunteer Role That's Right for You** and **Volunteer to a Better Career Path.**
- For information about moving to find work or go to school, see the tip sheet **Moving for Work or School? Make it a Good Move.**
- For help in finding work around the province, visit **www.alis.gov.ab.ca** and click on Job Postings for a list of job banks in Alberta.

Find these resources on-line or see the Resource section for more information.

Tara was interested in becoming a youth and child care worker but didn't have enough experience working with children. Her employment counsellor suggested Tara check with the local volunteer centre to see if there was a volunteer opportunity that met her needs. Tara wanted to work with Aboriginal children, and the centre matched her to a parent and child support program at a Friendship Centre to volunteer two afternoons a week.

Tara learned how to use the Internet to search for jobs and found out about employment needs in other communities throughout the province. She discovered that moving to another community where there were shortages of child care workers would increase her opportunities for training and employment. Tara is now considering staying with a cousin in another town while she looks for a job in her chosen field.

Wayne works as a licensed contractor installing gas fireplaces. He gets paid for each installation, not by the hour. Wayne knows the company he works for charges customers about three times what they pay him. He also knows the company has many expenses including his wage, the cost of the fireplaces, advertising, customer service staff, office rent, utilities and insurance. Wayne figured out that after paying his fees and all of the other expenses, the company makes a modest profit. He knows how his work fits into the overall operation of the business and is pleased to be able to contribute to the company's goal to provide top quality fireplaces and installation services.

Understanding organizational operations

...knowing how organizations work and why they function the way they do.

You understand organizational operations when you...

- ○ know what the organization's vision and values are
- ○ know how the organization is financed (e.g. through sales and services, grants, taxes)
- ○ know how money is spent within the organization (e.g. through salaries, overhead costs, direct costs)
- ○ know how profit is made by for-profit organizations
- ○ know how workers add value to an organization
- ○ know the products and services of the organization you want to work for.

My Examples:

Developing personal strengths

...building on your knowledge, skills, interests and attitudes to develop new skills and improve other ones.

You are developing personal strengths when you...

- ○ know what your strengths are
- ○ use all of your abilities
- ○ show an openness to learning
- ○ set personal goals
- ○ find role models
- ○ read about and take workshops on self-improvement
- ○ learn about yourself and accept who you are
- ○ meet your own limitations with creativity
- ○ take the risk to develop skills
- ○ recognize how the work you are doing contributes to your skills.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For help identifying your personal strengths see the tip sheet **Career Planning Step 1: Self-Assessment.**
- For information about planning for further education and training, see the publication **Education and Training Planner.**
- If you are thinking about going back to school, see the tip sheet **Checklist for Going Back to School** and the publication **Adult Back to School Planner.**
- For worksheets to help you discover how your skills, interests, values and traits relate to work roles, see the publication **Career Planner: Choosing an occupation.**

Find these resources on-line or see the Resource section for more information.

My Examples:

Renée had to take a two-year leave from work to care for her mother, who was ill. Although it was a stressful time for her, she found out some important things about herself. She realized she liked helping elderly people and decided that it was a career path she wanted to investigate further. She talked to several people in the health care field who had treated her mother. She also did some on-line research about occupations in the health care field. She decided to focus on becoming a massage therapist.

Renée discovered that many of her personal characteristics fit those required to work as a massage therapist. She knew she was caring, patient, physically strong and had good communication skills and a sensitive touch. Renée found out that there were many training programs offered for massage therapy in Alberta and that job opportunities in this field were expanding. She read the education requirements and knew she would enjoy the courses. When Renée completes her training, she is planning on either becoming self-employed or working in a clinic.

Building a vision

...having a vision for your life and specific short-term goals/experiences that move you closer to your vision.

You are building a vision when you...

- ○ believe you have, and deserve, a meaningful place in society
- ○ analyze yourself and know your assets (skills, knowledge, attitudes, values, beliefs, interests, relationships)
- ○ have a dream or vision for your life
- ○ seek career counselling or educational services when you need them
- ○ have career goals
- ○ can identify steps that will take you closer to your goals (by reading, talking to people or searching for information on the Internet)
- ○ seek further education or training to help you reach your goals
- ○ set short-term goals and timelines to help you reach your vision
- ○ act on the steps you identified to reach your short-term goals
- ○ can identify the barriers that may prevent you from reaching your goals
- ○ know how you will overcome those barriers
- ○ adjust your goals as you change or as the situation changes
- ○ have alternative goals so that if one fails, you can move on to another.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For more information about creating a vision, see the publications **Career Planner: Choosing an occupation** and **Multiple Choices: Planning your career for the 21st century.**
- For ideas about following your dreams, see tip sheets **Dancing With Your Dreams** and **From Dreams to Action and High 5: A Winning Philosophy for Work and Life.**
- For suggestions about career planning, see the tip sheet **Career Planning: A Work in Progress.**
- For information about occupations in Alberta, visit OCCinfo at **www.alis.gov.ab.ca/occinfo**
- To find information about post-secondary programs in Alberta, visit EDinfo at **www.alis.gov.ab.ca/edinfo**

Find these resources on-line or see the Resource section for more information.

My Examples:

Ryan, a conscientious student and a good athlete, had always had a strong desire to help people in need. So when Ryan found out from a career assessment at school that he would be suitable as a paramedic, it seemed like a good fit. He researched the occupation on the ALIS website and found he had the personal characteristics for the occupation of Emergency Medical Technologist–Paramedic. Because he already had the necessary high school courses for the occupation, Ryan focused on getting the rest of the training he needed through job shadowing, volunteering at the ambulance station and taking advanced first aid emergency medical responder (EMR) classes at night. He then applied for and was accepted into the Emergency Medical Technician–Ambulance (EMT–A) training program.

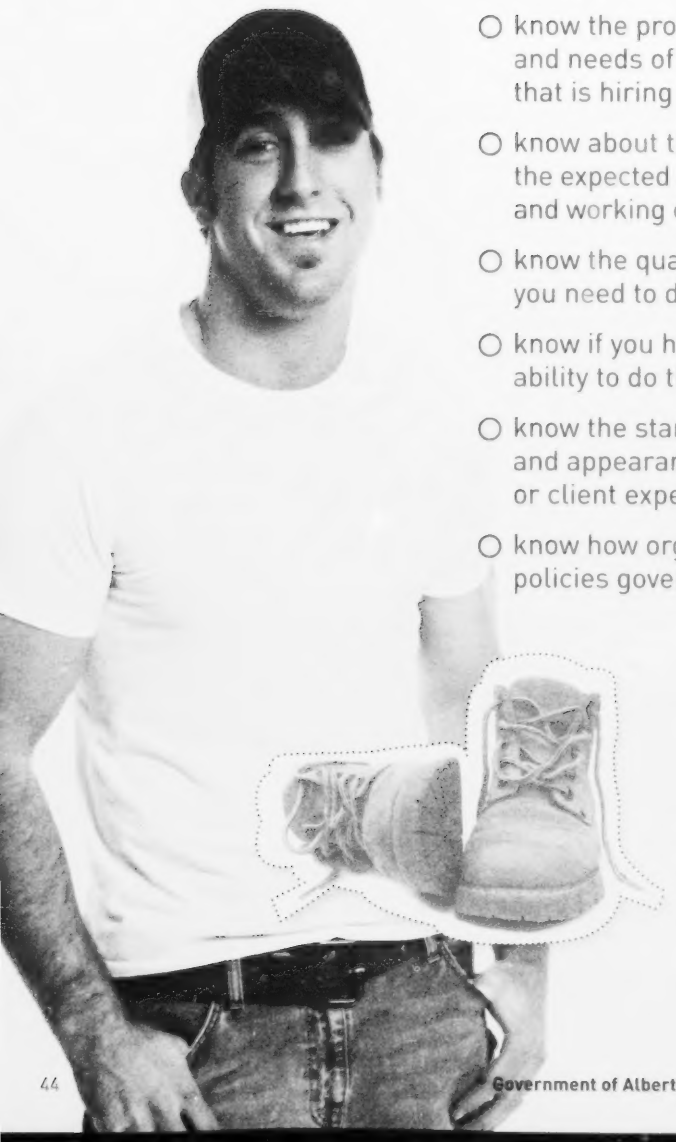
After finishing his ambulance attendant practicum, Ryan found out that the oil and gas industry hires paramedics to work on large job sites. He is now applying for work with an oil company with the long-term goal of working as a paramedic in the city where he grew up

Understanding the work role

...know the job duties and work role qualifications and how to apply for work that interests you.

You understand the work role when you...

- ○ know where and how to apply for the work
- ○ know if you are in a competitive position to apply for the work
- ○ know the products, services and needs of the company that is hiring
- ○ know about the job, including the expected outcomes, duties and working conditions
- ○ know the qualifications you need to do the work
- ○ know if you have the physical ability to do the work
- ○ know the standards of dress and appearance the company or client expects
- ○ know how organizational policies govern your work.



NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For detailed information on more than 530 occupational profiles, visit **www.alis.gov.ab.ca/occinfo**
- For information about various types of employment, see the tip sheets **Alternatives to Traditional Full-Time Employment** and **Think Work, Not Just "Job."**
- To learn how to conduct an information interview, see the tip sheet **Information Interviewing for Career Options** and the section on information interviewing in the publication **Advanced Techniques for Work Search.**
- For suggestions about finding work opportunities, see tip sheets **Finding Work Opportunities, Find Work by Contacting Employers Directly, Let Others Help You With Your Work Search** and **Rural Routes: Work Search in Rural Alberta.**
- For help finding work that's right for you, see the tip sheet, **Find Work that "Fits."**

Find these resources on-line or see the Resource section for more information.

My Examples:

Jared heard there was a lot of work in the oil patch and that it paid well, but he didn't know much about what the work was all about. He called his uncle, who worked in gas well drilling, to find out more about the industry and what it was like to work in the field. Jared learned he might have to live in camps, that conditions could be hazardous and that he would need some safety training. Jared was relieved that he was already in good physical shape when he found out how strenuous the work could be, requiring heavy lifting, pulling and agility.

Jared did some research on the Internet and found many occupations in the oil and gas extraction industry. He read the occupational profiles he was interested in and printed copies of the occupations he could enter without a lot of training. He learned that leasehands and floorhands are the most junior positions in rig drilling, so he thought he would start there. He called some contacts his uncle gave him, applied for a job as a floorhand and prepared his resumé. He soon got called for an interview.

Before the interview, Jared studied the occupational profile for floorhands and prepared some questions about the working conditions to ask the interviewer. He was able to show his prospective employer that he understood the job and was well prepared to discuss his potential for working in the field. The interviewer was impressed that Jared understood the duties and expectations of the job.

Understanding and preparing materials to market yourself

...present your knowledge, skills, attitudes and experience in written form to employers or clients.

You understand and can prepare materials to market yourself when you...

- ○ know the type of documents the employer requires (resumé, application form, proof of education, references, proposal, business card)
- ○ have an up-to-date resumé
- ○ have written a cover letter, if required
- ○ have prepared a proposal, if required
- ○ have prepared a business card, if required
- ○ have completed an application form, if required
- ○ have presented your skills and abilities in a clear, complete and concise manner
- ○ have made clear to the employer what you can achieve
- ○ have provided proof of education,training or experience
- ○ have collected references and any letters of recommendation
- ○ check the spelling and grammar in your resumés, cover letters and application forms
- ○ have researched how to create a portfolio
- ○ have met the deadline for applying for work
- ○ have given the information to the right person.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For more information about understanding and preparing materials to market yourself, see the publications **Job Seeker's Handbook: An introductory guide to finding work** and **Advanced Techniques for Work Search.**
- For suggestions on filling out a job application form, see the tip sheet **Tips for Filling Out Employment Application Forms.**
- For information on how to prepare a cover letter, see the tip sheets **Cover Letters: Opening the Door to an Interview** and **Examples of Cover Letters.**
- For help preparing a resume, see the tip sheets **Resumé Checklist, Examples of Resumé Types, The Functional Resumé: Focus on What You Can Do, Marketing You!** and **Use Action Words to Get the Job.**
- For information about using references see the tip sheets **Requesting a Reference: Who and How to Ask** and **Unavailable or Problem References? What You Can Do.**
- For ideas about selling your skills to an employer, see the tip sheet **Marketing Your Soft Skills.**
- For help preparing a portfolio, see the tip sheets **Portfolio: The Art of Finding a Job** and **Portfolios: Paving the Way from School to New Opportunities.**

Find these resources on-line or see the Resource section for more information.

My Examples:

Maria found a job she was interested in through an Internet job search. She printed a copy of the job posting and read through the required job qualifications, duties and personal attributes. She made a list of the qualifications and attributes she had that matched those in the job posting, along with her relevant experience.

Using this information, Maria contacted her references and updated her resumé following the format suggested on the employer's website. She listed her experience and education at the beginning and included volunteer activities that were relevant to the position she sought. She wrote a covering letter explaining why she would be a good choice for the position, pointing out the skills she had that matched the personal attributes required for the job.

The job ad indicated that she could submit her resumé and covering letter as attachments by e-mail. She e-mailed her resumé and covering letter the day before the due date and asked for a return e-mail to indicate her documents were received. In preparation for an interview, Maria also gathered proof of her education and made sure her portfolio was current.

Chris had an interview for a position as an airline ticket agent. He felt confident that he could do the work because he had reviewed the duties and working conditions and knew that his biggest challenge would be dealing with difficult customers. In a previous job as a shelf stocker in a grocery store, he often had to help customers. He also believed he was outgoing, courteous and could get along well with others. He wanted to show the interviewer that he could bring the knowledge, attitudes and skills he had learned in the past to this position.

Chris asked his previous store manager to help him prepare for the interview. Together they developed a list of typical interview questions. Chris practised answering the questions until he felt comfortable expressing himself clearly. To show he could deal with challenging situations, he thought of specific examples of how he had responded to difficult customers in his previous job. He researched the airline and its competitors so that he would be knowledgeable about the industry. He read the occupational profile for airline ticket agent and thought about a few questions he wanted to ask at the interview about training and relocation requirements. He knew that grooming was important when working with the public, so he chose his clothes carefully. After double-checking the time and location of the interview, Chris felt confident he had done everything he could to prepare.

Work interview skills

...the ability to present your knowledge, attitudes and skills to an employer or contractor during a formal interview.

You have work interview skills when you...

- ○ have developed a list of questions you may be asked
- ○ have practised your responses to possible interview questions
- ○ have some concrete examples of how you have demonstrated your skills to share with the interviewer
- ○ know what is appropriate to wear to the interview
- ○ are groomed appropriately for the interview
- ○ know the location of the interview
- ○ know the questions you would like to ask
- ○ have followed up with the employer after the interview.

NEED MORE? Visit the ALIS website at **www.alis.gov.ab.ca**

- For help preparing for a job interview, see the section on preparing for an interview in the publication **Advanced Techniques for Work Search** or see the following tip sheets on-line:
  - **Be Prepared for Behaviour Descriptive Interviews**
  - **How to Answer Typical Job Interview Questions**
  - **Human Rights and You: What Can Employers Ask?**
  - **Interview Questions and Your Skills**
  - **Is the Job Right for You?**
  - **Job Interviews for Persons With Disabilities.**
  - **Marketing You!**
  - **Questions You Can Ask at a Job Interview**
  - **The 4 P's of a Successful Interview**
  - **Tips for Telephone Interviews**

Find these tips on-line or see the Resource section for more information.

My Examples:

What's Next?

Decide which workability attitudes and skills you want to improve

Choose three attitudes and skills to improve

By now you've discovered the attitudes and skills you already have and you've noted how you demonstrated them. The next step is to make a list of the attitudes and skills you don't have or would like to improve. From that list, choose up to three attitudes or skills to begin working on. This will give you a starting point and allow you to see progress in a reasonable time.

Set a goal

Setting a goal, and putting that goal in writing, will help you to accomplish what you want to do. A quick and easy way to set a goal is to describe *what*, *how* and *by when*. See the sample to the right.

Write down your goals

Using the statements to the right as a guide, write one goal for each attitude or skill you want to improve.

My Goal

1. I want to improve my adaptability skills
   because I know I have trouble dealing with change.

2. I will practise this attitude or skill by doing these things:
   - noticing things that are new or different over the next month.
   - deciding to accept new things without losing my temper or feeling frustrated.
   - becoming aware of how change makes me feel.
   - deciding that I am going to try a new food or watch a TV program I wouldn't normally watch each week for the next month.

3. I want to improve this attitude or skill by May 31.

My Goal

1. I want to improve .....
   because .....

2. I will practise this attitude or skill by doing these things:
   .....
   .....
   .....
   .....

3. I want to improve this attitude or skill by .....

Find ways to learn and practise

Know how you learn best

Think about how you learn new tasks. Do you learn best by first watching someone do it? Do you learn by listening to someone explain how to do it? Or do you learn best by first trying the task yourself? Most people learn in a combination of these ways. Knowing how you like to learn new things will help you gain new skills and information more easily.

I learn best by seeing

If you are a visual learner, you learn best by seeing. This means you may learn by reading, watching instructional videos or demonstrations or looking at diagrams.

I learn best by hearing

If you are an auditory learner, you learn best by listening. You like listening to lectures and discussing your ideas. You can learn from instructional CDs or understand someone describing something to you.

I learn best by doing

If you are a kinesthetic learner, you learn best by doing or participating. You like to touch things with your hands and prefer to try things out and see how they work.

Think about the attitudes and skills you want to improve and choose ways to learn and practise that fit best with your learning style. For more information on learning styles, read the tip sheet *What's Your Learning Style?* (available at **www.alis.gov.ab.ca/tips**).

Practise, practise, practise

Practise improving your skills and attitudes at work, at home, at school or anywhere else you can. Keep this workbook so that you can pull it out and pick up where you last left off. You may find another attitude or skill that you would like to work on before you apply for a new or different job. Notice which attitudes and skills are asked for in job ads. Try to put examples of those skills and attitudes into your resumé and speak about them in an interview. Having your own concrete examples will make it easier to show an employer you have the attitudes and skills they're looking for.

The publication *Advanced Techniques for Work Search* (available on-line at **www.alis.gov.ab.ca/careershop**) has many ideas to help you with this process, including sections on identifying your skills, recognizing your accomplishments and preparing your resumé and other marketing tools.

Talk about how you use your workability attitudes and skills

It's important for you to be able to tell an employer how you have applied the attitudes and skills they're looking for. You will be surprised at how many of these workability attitudes and skills you use every day, even if you don't have a job. This information will help you when you are developing a resumé or preparing for a job interview. Practise discussing your skills by having someone you trust listen to you speak about the attitudes and skills you have identified as your strengths, as well as the ones you have been working on.

In the example below, Britney explains how she demonstrates her courtesy skills

Demonstration of courtesy

Pay attention to the needs and feelings of those around you

Britney's examples of courtesy

- I offer to help my grandmother when she goes shopping because her back often hurts and she can't walk very well.
- I listen carefully when my grandmother tells me which brands she likes to buy, and I try to find them for her.
- I always say thank you when people hold the door open for us because I know they like to be recognized for being helpful.

Reflect on your progress

Reinforce your learning through reflection. As you learn and practise your skills, ask yourself, "How well am I doing? "What have I learned?" "How have I improved this skill or attitude?" Write down any reflections or thoughts on the progress you have made.

Notice how others use workability attitudes and skills

Watch for attitudes and skills in action

Think about the specific attitudes and skills you don't have or want to improve. Then observe people you know who have those attitudes or skills or try to watch others who demonstrate them. Look for people who are good at using the attitudes and skills that you find especially challenging, and use their positive behaviour as a model.

You may not see a demonstration of every attitude and skill on your list. At this point, you're just trying to learn what you can about how others demonstrate a specific attitude or skill. Observing others might remind you how you have demonstrated skills or attitudes in the past or show you new ways of using those skills or attitudes. You might even notice someone demonstrating an attitude or skill in a negative way. That's good information, too, because it gives you some ideas about how *not* to demonstrate that attitude or skill yourself.

Record your observations

You may want to record some examples of people you've observed who model positive attitudes and skills. One way to record your observations is shown below. You may decide not to record this much detail. If that's the case, simply make notes about what you saw or heard people doing when you noticed them demonstrating a specific skill or attitude.

Talk with others about their skills

Talk with people you know about how they developed the skills and attitudes you want to improve. For example, you might start by saying, "I'm really impressed with your customer service skills. Can you give me some hints on how you developed those skills?"

Listening skills	When and where observed	What I liked (or didn't like) about how the person demonstrated the attitude or skill
Look at or concentrate on people when they are speaking to you	Feb. 22 Clerk in the grocery store	She was really paying attention to me when I was asking which aisle the organic whole wheat pasta was in.
Use body language that shows you are paying attention to the speaker	Feb. 22	She nodded and maintained eye contact while I was talking.
Check for understanding of what the speaker says	Feb. 22	She paraphrased what I had said to make sure she understood what I wanted.
Ask questions to clarify your understanding	Feb. 22	She asked me additional questions about what I needed.
Act according to instructions given orally by an employer	Not yet observed	

Ask someone to observe you

It's helpful to have someone observe you while you are improving your workability attitudes and skills. Find ways to demonstrate an attitude or skill in the classroom, at work or at home and ask a trusted observer to tell you how you are doing. When you feel that you have developed the attitudes and skills you identified earlier that you wanted to improve, ask your observers if they agree with you.

Choosing and working with an observer

Here are some guidelines to help you choose and work with an observer:

- Choose someone you respect who will give you honest, constructive feedback rather than just tell you what you want to hear. Your observer could be a trusted supervisor or co-worker, teacher, mentor or counsellor. It could also be a close family member or friend.
- If you are enrolled in a training program, you could ask several people to observe you over time. For example, you could begin by asking teachers and later on ask your employer. This will allow you to see how you have progressed.
- Show your observer the Observer's Workability Checklist following. Or, you may want to photocopy it for them. Tell them that you want to improve your skills so you will be successful in the workforce. Let them know the specific skills and attitudes you're trying to improve. Because the observer's checklist doesn't contain all of the background information about each workability attitude and skill, you may want to give your observer a copy of this book so they can review the relevant pages for the skills they are observing.
- Keep in mind that everyone is busy. Give your observers plenty of time to complete the observation checklist.

Ask for feedback

Talk with your observer to get some feedback on how well you demonstrated the attitudes and skills you were trying to improve. They may have rated you higher or lower than you would have rated yourself. It's important to understand their point of view. If your observer is looking at these skills from the point of view of an employer, they will be able to give you a fair assessment of how well you are doing. Avoid skipping this step if at all possible.

Check the Resources section following for further information on the resources mentioned in the *Need More?* lists mentioned throughout this workbook.

Observer's Workability Checklist

Instructions for observers

Please check off the attitudes and skills that you feel this individual has mastered at the level of an entry-level worker. A more in-depth description of each attitude and skill is found throughout this workbook. If you are only rating a few skills at a time, you may wish to keep your copy of this checklist until all skills have been observed. Please discuss your feedback with the individual so he or she can understand your point of view and learn from your assessment.

Individual's Name:

Observer's Signature:

Observer's Position:

Date:

Workability attitudes

- ○ Dependability
- ○ Positive attitude
- ○ Integrity/honesty
- ○ Concern for quality
- ○ Independence and initiative
- ○ Commitment to an employer/work
- ○ Adaptability
- ○ Managing risks
- ○ Courtesy
- ○ Positive attitude to learning

Workability skills

- ○ Listening skills
- ○ Verbal communication skills
- ○ Non-verbal communication skills
- ○ Written communication skills
- ○ Reading skills
- ○ Using documents to communicate
- ○ Problem-solving/decision-making skills
- ○ Numeracy skills
- ○ Skills for working safely
- ○ Computer skills
- ○ Time management skills
- ○ Appearance and dress skills
- ○ Negotiation skills
- ○ Skills in accepting feedback
- ○ Work-life balance skills
- ○ Skills for dealing with addictions
- ○ Skills for dealing with unfairness
- ○ Stress management skills
- ○ Money management skills
- ○ Relationship building skills
- ○ Information management skills
- ○ Value management skills
- ○ Working with others/ collaboration skills

Work know-how

- ○ Work-specific skills
- ○ Gaining experience
- ○ Understanding organizational operations

Work search strategies

- ○ Developing personal strengths
- ○ Building a vision
- ○ Understanding the work role
- ○ Understanding and preparing materials to market yourself
- ○ Work interview skills

Resources

Alberta Employment, Immigration and Industry (AEII)

Alberta Employment, Immigration and Industry provides services and information to help people succeed in the changing workforce, foster safe and healthy workplaces and assist people in need. For more information about the department's programs and services, visit **www.employment.alberta.ca**

AEII Resources

To get your copy of the following resources mentioned throughout this book:

- order or download your copy from the Alberta Learning Information Service (ALIS) website at **www.alis.gov.ab.ca/careershop**
- call the Alberta Career Information Hotline at 1-800-661-3753 toll-free in Alberta or (780) 422-5283 in Edmonton
- visit an Alberta Employment, Immigration and Industry service centre. Call the Career Information Hotline to find the centre nearest you.

Advanced Techniques for Work Search

This job search workbook provides detailed information on identifying your skills, recognizing your accomplishments, finding work and marketing yourself to potential employers.

ALIS Tip Sheets

More than 150 short, easy-to-read tip sheets on a variety of career, learning and employment topics are available on the ALIS website at **www.alis.gov.ab.ca/tips**. Search alphabetically or by keyword, audience or topic.

Career Planner: Choosing an occupation

This easy-to-read workbook takes you through the five steps to a new career path to help you decide which occupation is right for you. Other workbooks in this planning series include the *Adult Back to School Planner* and the *Education and Training Planner*.

Change and Transitions: The path from A to B

This book explores the emotional transitions and stresses that accompany change. It provides exercises, tips and strategies to encourage you to make the most of change.

Finding Out: How to get the information you need to make the choices you want

This book is full of tips and examples of real people using research to get their career planning on target. It will help you locate, evaluate and use information to make career decisions.

A Guide to Rights and Responsibilities in Alberta Workplaces

This guide will help you find answers to your questions about employment standards, health and safety, human rights and worker's compensation procedures.

Job Seeker's Handbook: An introductory guide to finding work

This book will show you the basics of finding a job, help you identify your skills and explore the tools used to find work. There is extensive information on writing a resumé and preparing for an interview.

Job Smart: Tips for staying employed

This basic guide to keeping a job provides information about what employers are looking for in their employees, including self-assessment exercises, tips on problem solving and a list of helpful resources to help you overcome barriers to keeping work.

Let's Talk: A guide to resolving workplace conflicts

This guide provides effective conflict resolution methods helpful to anyone who has experienced disagreements at work.

Money 101: Budgeting basics for further education

This booklet offers suggestions on how to pay for further education including budgeting and banking tips.

Multiple Choices: Planning your career for the 21st century

This book will help you understand the continuous process of career development. You will discover the differences between jobs, occupations and roles as well as a variety of work alternatives.

Positive Works II

This book is full of exercises and tips to help you change negative attitudes and beliefs into positive ones in all areas of your life. It includes information on goal-setting, improving relationships, coping with stress and finding and keeping work.

Stretch Your Dollars: Budgeting basics

This workbook guides you through the budget process and provides helpful tips on how to cut your expenses, boost your income and access other resources.

Time to Choose...a post-secondary education program

This annual publication provides information about post-secondary programs and institutions throughout Alberta.

Training for Work

This booklet discusses alternative training options such as mentoring, volunteering, self-study, short-term courses and on-the-job training.

Volunteering: How to build your career by helping others

This book discusses how volunteering can help you gain experience, learn new skills, make contacts and research career ideas.

X-treme Safety: A survival guide for new and young workers

Through checklists, personal stories and quizzes, this publication provides new and young workers with basic workplace health and safety information and regulations.

AEII service centres

Visit one of AEII's service centres located throughout the province to get information on occupations, career options, finding work and education programs and funding. Many offices also have computers for Internet use and word processing, as well as phones and fax machines available to help you with your work search. To locate an AEII office near you, call the Alberta Career Information Hotline or visit the ALIS website at **www.alis.gov.ab.ca** (click on Career Services Near You).

Alberta Learning Information Service (ALIS) website www.alis.gov.ab.ca

ALIS has the resources you need for making the most of your future, including:

- **OCCinfo**—more than 530 Alberta occupational profiles, including projected growth.
- **WAGEinfo**—information on wages and salaries by occupation, geographic area and industry group.
- **CERTinfo**—answers to common questions about requirements and regulated occupations in Alberta.
- **e-CareerShop Catalogue**—more than 60 career, learning and employment publications.

Alberta Career Information Hotline

Call the Hotline for answers to your questions about:

- career planning
- educational planning
- occupations
- e-resumé review
- labour market information
- work search skills
- the workplace.

Phone: 1-800-661-3753 toll-free
(780) 422-4266 in Edmonton

Deaf and hard of hearing callers phone 1-800-232-7215 for message relay service.

E-mail: hotline@alis.gov.ab.ca
Website: **www.alis.gov.ab.ca/hotline**

Alberta Works Contact Centre

Alberta Works helps unemployed people find and keep jobs, helps employers meet their need for skilled workers and helps Albertans with low incomes cover their basic costs of living.

Phone: 1-866-644-5135 toll-free
(780) 644-5135 in Edmonton

Website: **www.employment.alberta.ca/albertaworks**

Employment Standards Contact Centre

Call the Employment Standards Contact Centre for information about the minimum rights and responsibilities of employers and employees relating to:

- minimum wage
- employer records
- hours of work and overtime
- general holidays and pay
- vacations and pay
- maternity and parental leave
- termination of employment

- adolescent and young person employment.

Recorded information and a faxback service for Employment Standards fact sheets are available 24 hours.

Phone: 310-0000 toll-free and enter (780) 427-3731 in Alberta or 427-3731 in Edmonton.

Deaf and hard of hearing callers with TDD/TTY units call 427-9999 in Edmonton or 1-800-232-7215 in other locations.

E-mail: employmentstandards@gov.ab.ca
Website: **www.employment.alberta.ca/employmentstandards**

Workplace Health and Safety Contact Centre

Call the Workplace Health and Safety Contact Centre for information about:

- the *Occupational Health and Safety Act*, regulation and code
- unsafe work practices and workplaces
- workplace hazards, including chemical contaminants, noise, asbestos, machinery, and fall protection
- publications and resources to assist your health and safety planning.

There is 24-hour access for reporting serious incidents and workplace fatalities.

Phone: 1-866-415-8690 toll-free (780) 415-8690 in Edmonton

Deaf and hard of hearing callers with TDD/TTY units call 1-800-232-7215 toll-free in Alberta or 427-9999 in Edmonton.

E-mail: whs@gov.ab.ca
Website: **www.employment.alberta.ca/whs**

Youth Connections

Youth Connections is a free service that links youth with businesses looking for employees seeking meaningful employment. The program is for:

- youth age 16 to 24 who are unemployed or underemployed, have left school early or have not continued on to post-secondary education.
- youth still in school who need help with career planning.

Website: **www.employment.alberta.ca/youthconnections**

Other Government of Alberta resources

Apprenticeship and industry training

For information about apprenticeship and industry training in Alberta, visit the website or call 310-0000 ask to be connected to your nearest Apprenticeship and Industry Training office.

Website: **www.tradesecrets.org**

Government of Alberta Call Centre

Contact the Government of Alberta Call Centre for general inquiries on Alberta government programs and services. Phone lines are open from 8 a.m. to 6 p.m. Monday to Friday and voice mail is available after hours.

Phone: 310-0000 toll-free in Alberta

Deaf or hard of hearing callers with TTY equipment call (780) 427-9999 in Edmonton or 1-800-232-7215 toll-free in other Alberta locations.

Website: **www.services.gov.ab.ca**

Other helpful resources

Alberta Alcohol and Drug Abuse Commission (AADAC)

Contact AADAC for assistance in achieving freedom from the harmful effects of alcohol, other drugs and gambling. Visit their website or call their confidential 24-hour help line.

Phone: 1-866-332-2322 toll-free

Website: **www.aadac.com**

Business Link

These one-stop service centres, operated jointly by Canadian federal, provincial and local governments, offer a wide range of resources for entrepreneurs and small- and medium-sized businesses.

Phone: 1-800-272-9675 toll-free

Website: **www.cbsc.org/alberta**

Skills credentialing tool for individuals

The Conference Board of Canada offers a free in-depth assessment tool to help individuals assess their essential skills and employability attitudes and behaviours. Visit the website at to learn more.

Website: **www.conferenceboard.ca/education/skills**

We'd like to hear from you

Please e-mail any comments or suggestions related to *Workability: What You Need to Get and Keep a Job* or any of our information resources to info@alis.gov.ab.ca

Explore your options on-line for Career, Learning and Employment information

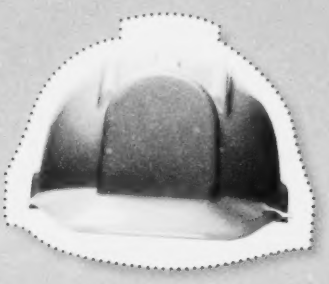
www.alis.gov.ab.ca

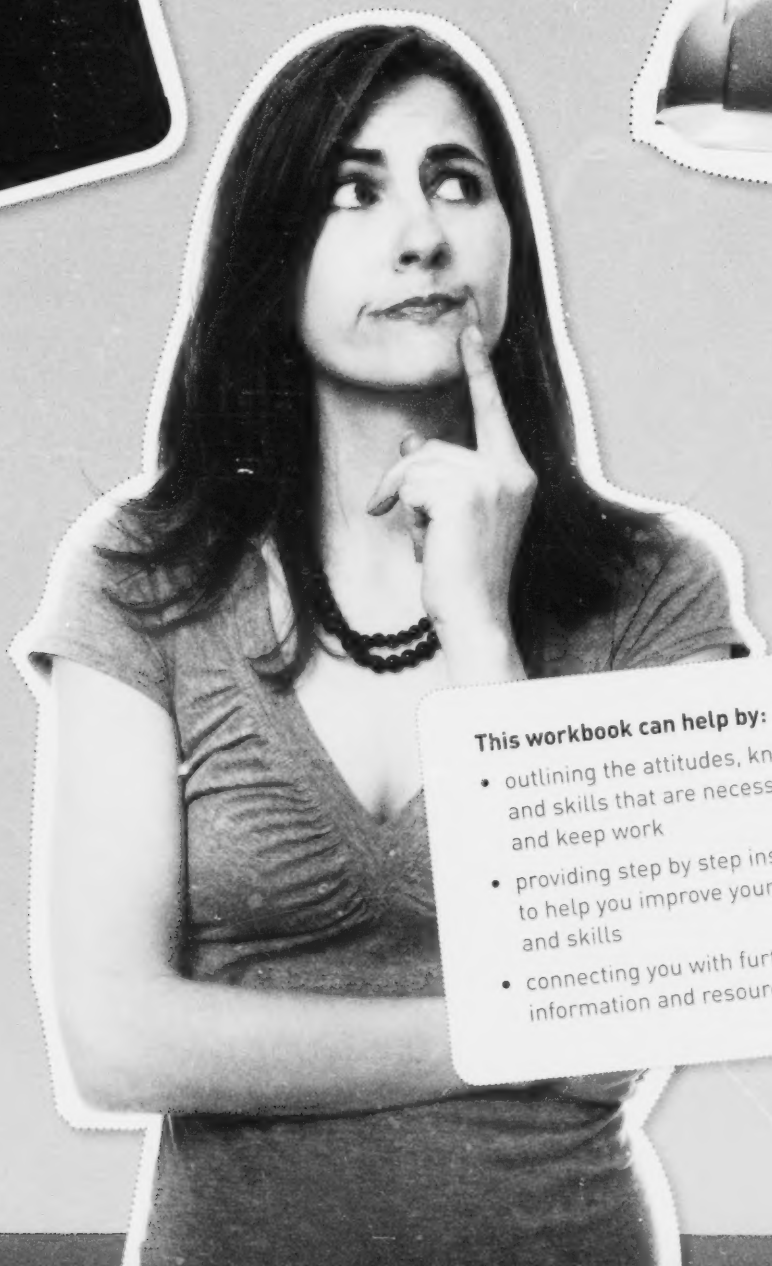
- Career planning
- Education and training
- Occupational information
- Students finance
- Scholarships
- Job postings
- Workplace supports

Alberta

Are you looking for a job?

Are you having a hard time keeping a job?





This workbook can help by:

- outlining the attitudes, knowledge and skills that are necessary to get and keep work
- providing step by step instructions to help you improve your attitudes and skills
- connecting you with further information and resources.